

# Trainer's Guide

## Module 6.5

### Complex communication means



**Presenter's name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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# 1. Introduction

This section explains how communication is related to social interactions and how every means of communication mentioned previously, whether basic or complex, is involved in social interactions. It is the fifth chapter in module 6 (Complex communication means).

**Chapter 1:** AAC – Using pictures and symbols

**Chapter 2:** Oral language

**Chapter 3:** Written language

**Chapter 4:** Digital tools and platforms

**Chapter 5: Social interactions**

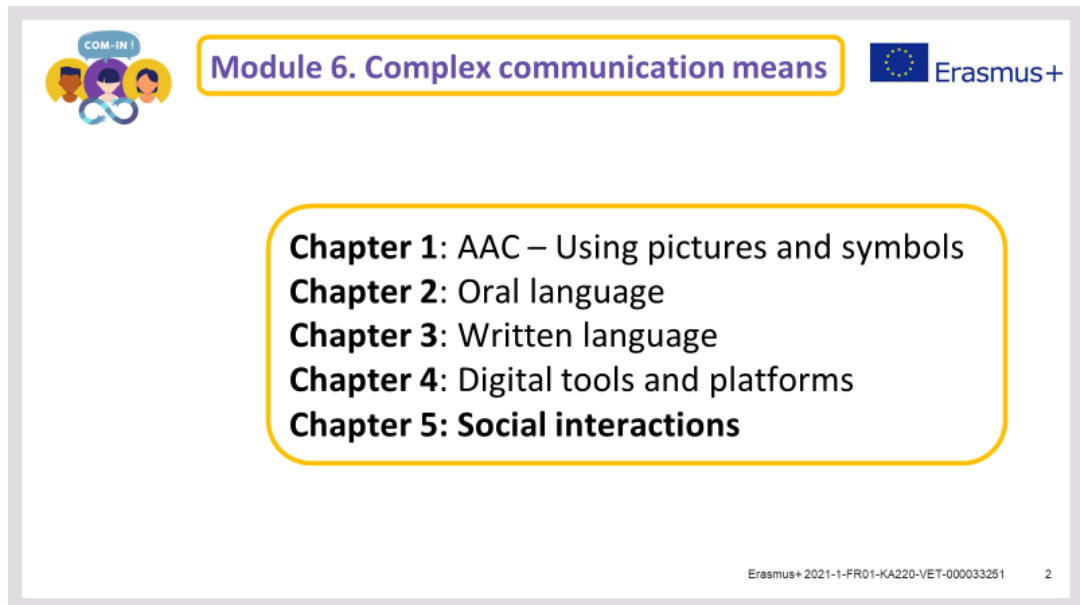
# 2. Materials needed

The slides for this presentation (COM-IN\_PR3\_6\_5\_Social interactions.pptx).  
A projector.



### 3. Slides and trainer's notes

Slide nº: 2 Estimated time:



**Module 6. Complex communication means**

**Chapter 1:** AAC – Using pictures and symbols  
**Chapter 2:** Oral language  
**Chapter 3:** Written language  
**Chapter 4:** Digital tools and platforms  
**Chapter 5: Social interactions**

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#### SLIDE CONTENT

Module 6 Chapter 5 (Social interactions)  
Module 2's content

#### NOTES



**Slide nº: 3      Estimated time:**



## Module 6. Complex communication means



### Chapter 5: Social interactions

#### Learning Objectives

- How communication is related to social interactions
- How the barriers to communication constitute a challenge in social interactions for people with IDD

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## SLIDE CONTENT

Module 6 Chapter 5 (Social interactions)  
Learning objectives

## NOTES


By the end of the section, you will understand :

- How communication is related to social interactions,
- How the barriers to communication constitute a challenge in social interactions for people with IDD



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**Slide nº: 4      Estimated time:**



**Module 6. Complex communication means**  
**Chapter 5. Social interactions**

Exchanges between people

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## **SLIDE CONTENT**


Module 6 Chapter 5 (Social interactions)

## **NOTES**

Social interactions involve an exchange between people which means that social interactions always involve a sort of communication (Channell & Mattie, 2023).




**Slide nº: 5      Estimated time:**




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## Module 6. Complex communication means

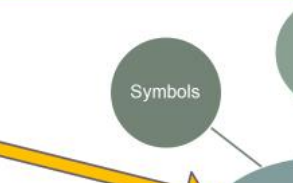
### Chapter 5. Social interactions



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Exchanges between people



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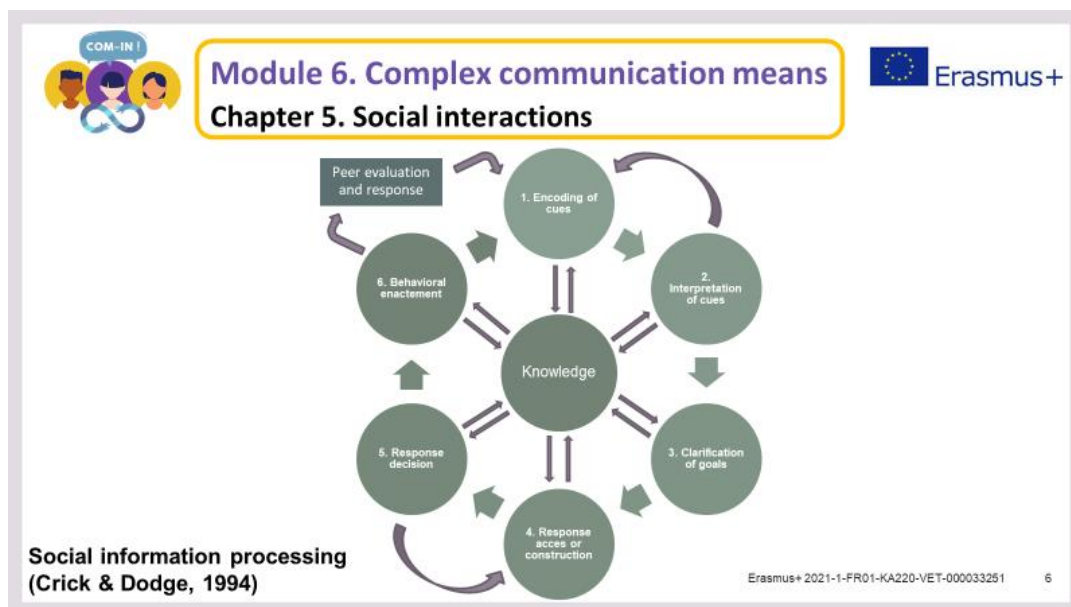
## SLIDE CONTENT

Module 6 Chapter 5 (Social interactions)

## NOTES

Indeed, all the communication means mentioned previously, whether basic or complex, are intricate during social interactions.

Slide nº: 6 Estimated time:



## SLIDE CONTENT

Module 6 Chapter 5 (Social interactions)

## NOTES

As Crick and Dodge (1994) stated, social interactions involve several steps related to social information processing.


- 1) social cues are first encoded, the cues may be internal to the person or external. This means that the person involved in an interaction encodes both the verbal and nonverbal cues provided by their partner and themselves
- 2) They are then interpreted, the person for instance attribute intentions to their communicative partners (s/he means...), the person also assess their partner's goal, if previous interactive behaviors were successful....
- 3) The partner then tries to identify their partner's interactive goals
- 4) and constructs a response whose potential outcome is assessed
- 5) decides to answer
- 6) And finally answers (i.e. behavioral enactment)

This process unfolds in a cyclical manner and repeats as the interaction progresses. This process is also related to different skills and knowledge. Among them are the basic and complex communication means (gaze, gestures, oral or written language...) but also other skills such as memory, social or emotional knowledge and skills.







Slide nº: 7 Estimated time:



**Module 6. Complex communication means**  
**Chapter 5. Social interactions**



Oh, look ! A deer!

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## SLIDE CONTENT

Module 6 Chapter 5 (Social interactions)

## NOTES

Example given by Channell and Mattie (2023):

« Imagine you are on a walk with a friend when you notice a deer. You point and say, “Oh look, a deer!” Your friend turns and looks at the deer with you. You are sharing your attention with your friend during this social interaction.

Sharing attention with a social partner is considered a social skill..



**Slide nº: 8 Estimated time:**

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**Module 6. Complex communication means**  
**Chapter 5. Social interactions**

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Oh, look ! A deer!

Sharing attention

Spoken language

Executive functioning

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**SLIDE CONTENT**

Module 6 Chapter 5 (Social interactions)

**NOTES**

Sharing attention with a social partner is considered a social skill..

Doing so also involves other skills such as spoken language (expression in you, perception in your partner)

and dividing and shifting your attention (e.g., between the deer and your friend)

Shifting attention is considered a key skill of executive functioning (i.e., higher-order cognitive and self-regulatory processes that are important for goal-directed behavior and daily functioning; (...).

In this example, if your friend has difficulty with aspects of executive functioning such as shifting attention, they may miss what you were referencing (i.e., the deer), impacting how they share interest with a social partner.

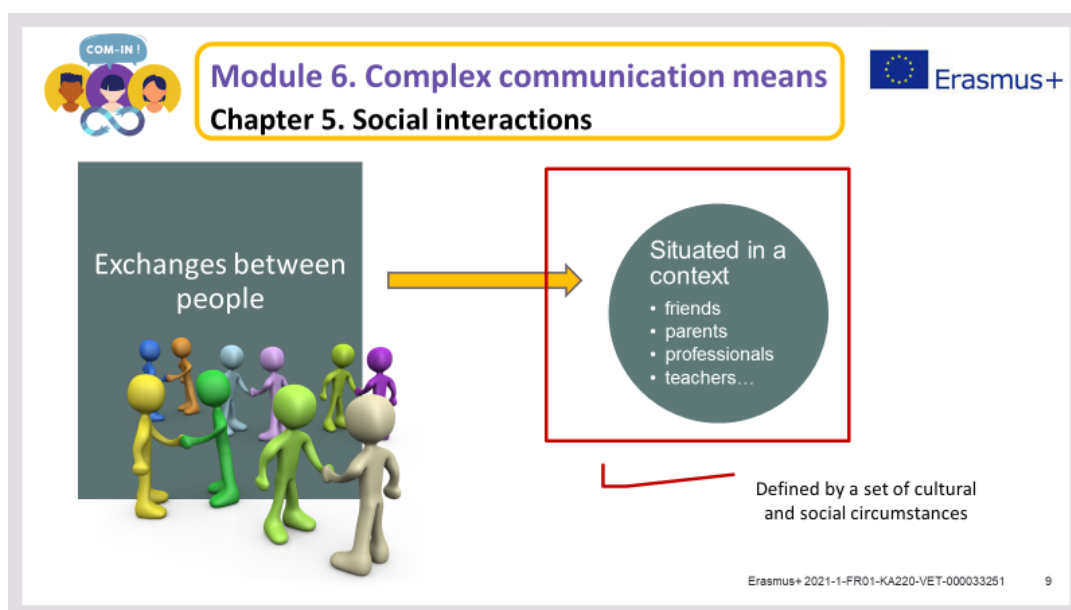
Alternatively, if you have difficulty using spoken language to communicate, this may impact how you direct your friend toward the focus of your interest (i.e., sharing attention with a social partner).

In both cases, the social exchange is altered, albeit for different reasons. Ultimately, such disruptions can negatively affect the quality of social interactions.

This example shows how basic and complex communication means are intricate during social interactions



**Slide nº: 9      Estimated time:**



## SLIDE CONTENT

Module 6 Chapter 5 (Social interactions)

## NOTES

Social interactions also depend on the context in which the person evolves.


For example, a youth would not have the same interactions with their friend, with their parents or with their teachers. All the interactions take place in a context defined by a set of cultural and social circumstances.

This means that any communicative situation is not reduced only to a physical site. On the contrary, the context is something that people build in the course of time, establishing routines and habits according to values and beliefs that a community's members share.


Therefore, all the social contexts will be defined by some routines that the citizens have to respect, interiorise and carry out to prevent problems with the environment and, thus, reach their social goals. People usually learn the way they should behave during interactions because they experience interactions. In addition, social interactions imply to make inferences about the other's mental states and therefore, identifying their beliefs, worries or feelings which refer to theory of mind. These abilities allow to interpret correctly persons' reactions, people need and this is crucial in the social relationships.



**Slide nº: 10      Estimated time:**



**Module 5. Basic communication means**  
**Chapter 1: Gaze**



**BIBLIOGRAPHY**

Channell, M.M., & Mattie, L.J. (2023). The interaction between social and communication skills in individuals with intellectual disability. *International Review of Research in Developmental Disabilities*, 64, 1-49. <https://doi.org/10.1016/bs.irrdd.2023.08.001>.

Crick, N. R., & Dodge, K. A. (1994). A review and reformulation of social information processing mechanisms in children's social adjustment. *Psychological Bulletin*, 115(1), 74.

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## **SLIDE CONTENT**

Module 6 Chapter 5 (Social interactions)

## **NOTES**

